Alberta PRIVATE COLLEGES ACCREDITATION BOARD

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Private Colleges Accreditation Board

Annual Report

1 April 2000 - 31 March 2001

PRIVATE COLLEGES ACCREDITATION BOARD

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12 June 2001

Honourable Lyle Oberg
Minister of Learning
227 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Dr. Oberg:

On behalf of the Private Colleges Accreditation Board, I have the honour of providing you with the sixteenth Annual Report for the year ending March 2001.

Respectfully,

Dianne K Kieren

Dianne K. Kieren, PhD, CFLE, PHEc
Chair

DKK:kjs

1. Introduction

The Private Colleges Accreditation Board (PCAB) was established in 1984 by an amendment to Alberta's *Universities Act*. It is authorized to make recommendations to the Minister of Learning with respect to baccalaureate degrees, other than those in Divinity programs, which may be offered by Alberta private colleges. With the concurrence and support of the Minister of Learning, authority to offer degrees may be granted by Order in Council.

The primary work of the Board is to receive and review applications from private colleges for accreditation of baccalaureate programs, and to conduct periodic evaluations of accredited programs. The Board has established conditions which must be satisfied by a college proposing to offer a degree program so that each approved program meets acceptable academic standards. These conditions include, in part: an appropriate curriculum, a sufficient number of suitably qualified faculty members, an organizational structure designed to support academic programs, appropriate library and learning resources, evidence of continuous improvement, and sufficient financial resources available to support the programs.

Six private colleges have been authorized to offer degree programs since 1984. Augustana University College, Canadian University College, Concordia University College of Alberta and The King's University College are authorized to offer three-year and four-year Bachelor of Arts and Bachelor of Science programs. Canadian Nazarene University College (also known as Nazarene University College) may offer a three-year Bachelor of Arts only. Several of the private colleges have been authorized to offer other degree programs: Canadian University College may offer a four-year Bachelor of Business Administration program; The King's University College may offer four-year Bachelor of Commerce and four-year Bachelor of Music degree programs; both Concordia and King's are authorized to offer two-year Bachelor of Education (after degree) programs in elementary education; and Augustana may now offer a four-year Bachelor of Management in Business Economics program.

During the reporting year, authority to offer the following degrees was accorded to DeVry Institute of Technology-Calgary: Bachelor of Technology in Computer Information Systems, Bachelor of Technology in Electronics Engineering Technology, and Bachelor of Business Operations.

The private colleges with accredited degree programs are involved in the larger post-secondary system in Alberta. Tables 1 and 2 in Addendum A provide data on the number of students transferring into the private colleges as well as the number of students from private colleges transferring to other post-secondary institutions.

2. Membership of the Board

The Board consists of thirteen members appointed by the Minister of Learning: a chair, four members of the public, four university academic staff members nominated by the Universities Co-ordinating Council, and four private college academic staff members nominated jointly by their presidents. In addition, the Minister designates an official from his Department to attend meetings in a non-voting capacity. The part-time services of an executive officer, office manager and research officer are provided to the Board by the Minister.

During the reporting period, the following individuals have served the Board.

Chair

Dianne Kieren

Public Members

Dennis Kadatz
Diane Koenig
Catherine Ryan
Jim Wachowich

University Members

Shamsul Alam
Lynn Bosetti (from May 2000)
Alan Davis
Todd Rogers

Private College Members

Karen Bottomley
Robert Bruinsma
Harry Prest
Richard Willie

Alberta Learning

Jean Sprague

Executive Officer

Marilyn Patton

3. Activities of the Board

Accreditation Process

In April 1998 the Board implemented a revised accreditation process for private colleges applying to offer undergraduate degree programs. The requirement that a private college have a track record of affiliation with an Alberta university was eliminated and replaced by an organizational evaluation.

The accreditation process includes an initial review by the Accreditation Subcommittee to determine if the application warrants a full review. If everything is in order, the applicant undergoes an organizational evaluation and the Board hires a team of external experts to support the evaluation. The team uses the Board's tool, "Framework for Organizational Evaluation", to assess the college's ability to mount and sustain degree programs. The evaluation looks at the extent to which the college has created sustainable processes within the organization, the extent to which its financial and operational resources are adequate to sustain the learning processes students will experience, and the link between students' experiences and demonstrable needs.

If the Board is satisfied with the organizational evaluation, a second team of evaluators is chosen to review and assess the proposed degree program(s). The Board also conducts an on-site visit to the college and meets with college officials.

Based on the outcome of these evaluations, the Board decides whether or not to recommend program approval to the Minister. The Minister may recommend that the Lieutenant Governor in Council issue an Order in Council authorizing the college to offer the accredited degree program.

The 1998 revisions to the accreditation process also included a move to partial self-financing of the Board by recovering the costs of evaluations and assessing an annual continuing accreditation fee and an application fee. As well, the Board requires private colleges to have appropriate financial security for each accredited program before it can be offered.

During the reporting period, the Board began reviewing the accreditation process in order to assess what can be improved. (See Subcommittees below.)

New Applicants

This accreditation process was designed to accommodate a broader range of institutional types and, potentially, a greater diversity of baccalaureate programs. During 2000-2001, the Board continued to review applications from two first-time applicants and began review of a third.

The following is a summary of activity related to first-time applicant institutions during 2000-2001:

# of first-time applicants being considered	3
# of organizational evaluations completed	2
# of programs reviewed	3*
# of programs approved	3

(* Multiple programs may be considered for any one applicant.)

Orders in Council were signed in the reporting period for the following PCAB-approved degree programs from first-time applicants:

DeVry Institute of Technology-Calgary	4-year Bachelor of Technology in Computer Information Systems
	4-year Bachelor of Technology in Electronics Engineering Technology
	4-year Bachelor of Business Operations

Consideration of Program Proposals

In addition to proposals from first-time applicant institutions, during the year, the Board continued to receive and review new program proposals from colleges that already had authorization to offer specific degree programs.

Orders in Council were signed in the reporting period for the following PCAB-approved degree programs:

Augustana University College	4-year BA and BSc in Computing Science
	4-year Bachelor of Management in Business Economics
	4-year BSc in Environmental Science
The King's University College	4-year BA in Music
	4-year Bachelor of Commerce
	4-year Bachelor of Music
	4-year BSc in Chemistry
	4-year BSc in Biology

As well, two other programs were reviewed and recommendations made to the Minister at the end of the reporting period.

Periodic Reviews

The *Universities Act* requires that the Board establish procedures for the periodic review of the operations of the private colleges offering accredited programs. Two procedures are employed for this purpose. One is the submission by the college of an Annual Report each November for consideration by the Board. A second procedure is a comprehensive evaluation which occurs after 5 years and 10 years of the time the college was awarded its first degree program.

The comprehensive evaluation has four components: the college's Self-Study, the report of an external evaluation team, the response by the college to that report, and a visit to the college campus by the Board. The Board has completed first comprehensive evaluations of Augustana, Canadian, Concordia and King's. The following is the schedule for second comprehensive evaluations for these institutions: Augustana in 2001-2002, King's in 2002-2003, Concordia in 2003-2004 and Canadian in 2004-2005. The first comprehensive evaluations for Nazarene and DeVry-Calgary will take place in 2005-2006 and 2006-2007, respectively.

The Board also asks the private colleges with accredited degree programs to submit an Annual Report to the Board each November. Each June the Board reviews its reporting requirements to ensure the information being requested is useful and relevant. These reports are consolidated and examined by the Board with a view to assuring that the quality of the programs remains high. Also included in the consolidated document is a comparative table of basic indicators which is prepared by the Secretariat. (See Table 3, Addendum A.) The 1999-2000 Annual Reports were considered at the December meeting of the Board. Enrolment and graduate statistics drawn from the reports of the colleges are included in this Annual Report as Tables 4 and 5 in Addendum A.

4. *Accreditation Handbook*

The *Accreditation Handbook* documents the Board policies and procedures for dealing with proposals from private colleges seeking to offer accredited undergraduate degree programs.

In preparation for the Board's second round of comprehensive evaluations, members amended Article 17.3.1(c) in the *Handbook* to include the expectation that institutional self-studies must include feedback from students and alumni and, where possible, feedback from institutions, employers and graduate programs. A similar paragraph was added in Appendix II. At the same time a new proposition on strategic planning was added to the self-study requirements. Institutions are now required to submit a strategic plan and describe how the institution's various planning activities are linked and integrated.

When the *Accreditation Handbook* was revised in 1998, the chapter on appeals identified two types of appeals: a) appeals on decisions of the Chair or anyone acting on behalf of the Board, and b) appeals on decisions of the Board. On the latter type, the *Handbook* simply indicated that decisions of the Board may be appealed to the Minister within 30 days of the college's receipt of the decision being appealed. Since that time the Minister's appeal process was established and members decided to describe this process in the *Handbook* following Article 6.2.

At its February 2001 meeting, members adopted changes to the Program Proposal Guidelines contained in Appendix IV. The amendments are expected to help both the applicant institution and the Board.

5. Board Assessment

During the previous reporting year, the Board had conducted an assessment of its work by sending questionnaires to private colleges with accredited degree programs and to new applicants. Members also completed questionnaires. A consultant, Dr. Maria Mayan, then complied the results which were presented to the Board at its February 2000 meeting. On the whole, the results were very positive. At the first meeting of the new year, members discussed the outcomes and proposed action plans and incorporated them in the 2000-2005 edition of the Board's *Management Plan*. Members decided to conduct an assessment of its work every 3 years.

On completion of the Board assessment, it had been recommended that a retreat be scheduled to provide concentrated time to explore specific issues of interest to the Board's work. The retreat, which took place in October, included a presentation on governance of for-profit organizations. Members also discussed other issues such as degree types and their nomenclature.

6. Board Subcommittees

In addition to the Board's Accreditation Subcommittee, throughout the reporting year a number of ad-hoc subcommittees met. One subcommittee reviewed the process and guidelines with respect to comprehensive evaluations in preparation for the evaluations of Augustana, Canadian, Concordia and King's. Another subcommittee deliberated on the Board's annual reporting requirements. The subcommitees' recommendations were considered at the June 2000 meeting. Two other subcommittees began deliberations by the end of the reporting period: one subcommittee is reviewing the accreditation process to determine where it might be fine-tuned, and the other is reviewing possible guidelines (templates) for non-Arts and Science degree programs. Both subcommittees are expected to continue working in the next reporting year.

7. PCAB's Web Site

As a means of communicating with its stakeholders and members of the public, the Board has developed its presence on the Internet. In addition to providing information about the Board and a list of the programs it has accredited, the site includes the following:

- the *Accreditation Handbook*, *Annual Report* and *Management Plan*, in portable document format (pdf),
- a Checklist and Financial Table for new applicant private colleges,

- a "What's New" page which flags changes to the *Handbook* and any new initiatives and directions,

- links to the Web sites of each private college with accredited degree programs.

The address of the Board's Web site is:
http://www.pcab.gov.ab.ca

8. Administration

The Secretariat assists the Chair and the Board in their activities by providing advice on matters of policy, organizing meetings, helping to set meeting agendas, and preparing publications. It also provides information in response to inquiries from various agencies, prospective applicants and members of the public about matters related to private colleges and accreditation. To facilitate their work, the Board's Executive Officer serves as an advisory member on all external evaluation teams.

During the Board's assessment process, understaffing of the Secretariat was identified as an issue. A plan to move to more appropriate staffing levels was presented to Alberta Learning and received favourable response. During the next reporting period it is expected that action will be taken.

Addendum A

Table 1
Students Transferring to Alberta Private University Colleges
Fall 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000

	RECEIVING INSTITUTION				
SENDING INSTITUTION	*Augustana University College*	*Canadian University College*	*Concordia University College*	*The King's University College*	*TOTAL*
Transfers from within Province					
1993	60	15	204	58	337
1994	40	21	186	79	326
1995	41	10	179	59	289
1996	44	4	119	71	238
1997	34	2	102	61	199
1998	37	7	125	82	251
1999	36	5	129	74	244
2000	36	5	153	82	276
Transfers into Province					
1993	12	18	23	27	80
1994	13	18	27	20	78
1995	12	15	33	26	86
1996	31	8	26	20	85
1997	28	17	19	19	83
1998	30	24	22	26	102
1999	16	12	13	26	67
2000	21	18	8	27	74
Total Transfers					
1993	72	33	227	85	417
1994	53	39	213	99	404
1995	53	25	212	85	375
1996	75	12	145	91	323
1997	62	19	121	80	282
1998	67	31	147	108	353
1999	52	17	142	100	311
2000	57	23	161	109	350

NOTE: In 2000, a total of 8,745 students who had previously attended an Alberta post-secondary institution transferred to another post-secondary institution in Alberta's transfer system. A further 4,151 students who had prior post-secondary experience from outside Alberta transferred to post-secondary institutions in Alberta.

Source: Reports from institutions as requested by the Alberta Council on Admissions and Transfer.

Table 2
Students Transferring from Alberta Private University Colleges
Fall 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000

SENDING INSTITUTION	RECEIVING INSTITUTION: Universities	Public Colleges	Technical Institutes	Private Colleges	Other	TOTAL
Augustana University College						
1993	128	27	54	7	9	225
1994	113	40	42	6	7	208
1995	108	52	30	10	3	203
1996	120	31	38	10	1	200
1997	73	38	19	9	2	141
1998	66	29	18	8	4	125
1999	67	44	22	7	1	141
2000	93	40	12	3	3	151
Canadian University College						
1993	6	9	3	1	2	21
1994	2	6	2	2		12
1995	6	10		3		19
1996	5	9		1		15
1997	10	9	4			23
1998	10	11			2	23
1999	10	6				16
2000	7	6	1			14
Concordia University College of Alberta						
1993	338	52	107	8	11	516
1994	386	40	106	10	11	553
1995	401	52	92	8	5	558
1996	360	56	110	5	5	536
1997	224	57	55	3	5	344
1998	156	52	80	5	1	294
1999	157	61	21	2	2	243
2000	100	50	22	7	3	182
The King's University College						
1993	63	15	24	5	2	109
1994	45	8	8	7	0	68
1995	68	9	14	3	1	95
1996	51	4	5	2		62
1997	49	9	18	2		78
1998	35	15	23	3		76
1999	37	18	8	1		64
2000	33	18	2	2	1	56
TOTAL						
1993	535	103	188	21	24	871
1994	546	94	158	25	18	841
1995	583	123	136	24	9	875
1996	536	100	153	18	6	813
1997	356	113	96	14	7	586
1998	267	107	121	16	7	518
1999	271	129	51	10	3	464
2000	233	114	37	12	7	403

Source: Reports from institutions as requested by the Alberta Council on Admissions and Transfer.

Table 3
Basic Indicators for Four Years
1996-97, 1997-98, 1998-99, 1999-2000

	Years	Augustana University College[1]	Canadian University College	Concordia University College	The King's University College
STUDENTS					
FLE Students	1999-00	749.32	338.78	1,041.05	431.40
(in all university-level programs)	1998-99	707.87	291.73	981.10	424.16
	1997-98	670.10	286.32	970.55	415.08
	1996-97	674.69	298.20	960.10	409.89
Number of graduates	1999-00	158	40	231	107
(PCAB programs)	1998-99	124	32	199	111
	1997-98	131	29	156	85
	1996-97	121	41	118	96
STAFF					
Teaching staff: Number	1999-00	87	52	148	88
	1998-99	90	45	153	75
	1997-98	93	43	137	76
	1996-97	90	49	129	75
Teaching staff: FTE	1999-00	57.89	37.38	82.61	37.41
	1998-99	53.98	36.11	77.47	39.07
	1997-98	59.10	36.00	78.44	39.40
	1996-97	64.65	37.38	75.88	40.26
University-level students/	1999-00	12.94	9.06	12.60	11.53
FTE teaching staff	1998-99	13.11	8.08	12.66	10.86
	1997-98	11.34	7.96	12.37	10.54
	1996-97	10.44	7.98	12.65	10.19
FINANCIAL DATA					
Excess (deficiency) of revenues	1999-00	$322,165	($151,493)	($151,761)	($121,399)
	1998-99	$201,069	($155,733)	($419,840)	$65,067
	1997-98	($345,891)	($446,617)	($679,026)	($92,239)
	1996-97	($347,812)	$296,804	($661,410)	($171,228)
Excess (deficiency) of revenues as a % of	1999-00	3.69%	(2.06%)	(1.35%)	(2.18%)
general operating expenditures	1998-99	2.49%	(2.14%)	(3.93%)	1.20%
	1997-98	(4.29%)	(6.63%)	(6.45%)	(1.79%)
	1996-97	(4.11%)	4.72%	(6.36%)	(3.53%)

Table 3 *continued...*

	Years	Augustana University College[1]	Canadian University College	Concordia University College	The King's University College
General operating expenditures per FLE university-level student	1999-00	$11,656	$21,709	$10,832	$12,911
	1998-99	$11,427	$24,957	$10,877	$12,797
	1997-98	$11,415	$23,544	$10,858	$12,399
	1996-97	$12,571	$21,071	$10,844	$11,839
Academic salaries as a % of general operating expenditures	1999-00	32.3%	19.1%	30.5%	29.1%
	1998-99	31.6%	19.0%	31.4%	29.7%
	1997-98	35.2%	19.8%	30.8%	30.5%
	1996-97	38.1%	22.6%	30.3%	31.7%
Student services & institutional support as a % of general operating expenditures	1999-00	29.9%	33.9%	25.4%	28.7%
	1998-99	27.9%	33.5%	24.3%	26.4%
	1997-98	27.9%	33.5%	24.3%	26.4%
	1996-97	28.9%	41.8%	25.7%	26.2%
Percentage of revenue - from student sources	1999-00	36.61%	43.96%	47.64%	37.34%
	1998-99	36.08%	38.42%	45.16%	35.58%
	1997-98	34.83%	40.70%	42.66%	35.59%
	1996-97	34.20%	41.18%	42.26%	37.78%
- from Alberta Learning	1999-00	27.65%	11.57%	36.88%	26.92%
	1998-99	30.01%	11.85%	38.36%	25.31%
	1997-98	30.12%	11.34%	37.75%	23.02%
	1996-97	28.00%	12.52%	38.94%	23.14%
- from gifts and donations	1999-00	4.36%	8.98%	3.81%	20.60%
	1998-99	4.67%	7.13%	4.36%	22.62%
	1997-98	2.91%	9.63%	6.83%	26.37%
	1996-97	3.22%	16.71%	4.35%	25.30%
- from other government	1999-00	0.59%	0.09%	0.04%	0.37%
	1998-99	0.79%	0.05%	0.07%	0.28%
	1997-98	0.80%	0.04%	0.17%	0.09%
	1996-97	0.85%	0.06%	0.16%	0.02%
- from other sources	1999-00	30.79%	35.39%	11.64%	14.77%
	1998-99	28.45%	42.55%	12.06%	16.20%
	1997-98	31.37%	38.32%	12.62%	14.93%
	1996-97	33.74%	29.53%	13.30%	13.78%

Table 3 *continued...*

	Years	Augustana University College[1]	Canadian University College	Concordia University College	The King's University College
Alberta Learning revenue per university-level student FLE	1999-00	$4,524	$3,173	$4,556	$3,956
	1998-99	$4,642	$3,571	$4,688	$3,749
	1997-98	$4,718	$3,188	$4,351	$3,242
	1996-97	$4,755	$3,269	$4,333	$3,088
Full-time Tuition	1999-00	$4,695	$7,840	$4,470	$5,040
	1998-99	$4,600	$7,840	$4,195	$4,845
	1997-98	$4,600	$7,840	$3,995	$4,590
	1996-97	$4,834	$7,840	$3,865	$4,590
LIBRARY					
Number of volumes - Print materials	1999-00	92,330	65,824	70,442	71,991
	1998-99	89,001	64,529	66,491	67,684
	1997-98	84,559	62,452	61,255	65,940
	1996-97	82,368	57,084	57,934	61,130
Number of periodical titles per FLE student	1999-00	0.64	6.7	1.97	3.5
	1998-99	0.62	4.3	1.47	1.4
	1997-98	0.73	3.1	0.72	1.44
	1996-97	0.75	2.3	0.68	1.46
Direct circulation per FLE student	1999-00	46.1	40.4	32	66.4
	1998-99	51.04	42	32	66.4
	1997-98	53.27	63.7	28	66.2
	1996-97	54.24	43.0	28.7	68.0
Volumes of print materials per FLE student	1999-00	122.96	158.3	59	167
	1998-99	117.98	176	59	160
	1997-98	125.95	172.4	53	152.6
	1996-97	121.95	152.6	52.0	149.4
% of library expenditures devoted to collections	1999-00	36%	27.7%	37.6%	33.5%
	1998-99	38.9%	37.6%	36.7%	37.4%
	1997-98	40.9%	40.3%	38.4%	37.4%
	1996-97	41.1%	50.5%	34.0%	38.2%
Library expenditures per FLE university-level student	1999-00	$546	$1,028	$617	$828
	1998-99	$591	$1,172	$654	$793
	1997-98	$591	$958	$625	$739
	1996-97	$591	$821	$666	$735

Table 3 *continued...*

	Years	Augustana University College[1]	Canadian University College	Concordia University College	The King's University College
Library expenditures per FTE teaching staff	1999-00	$7,065	$9,314	$7,775	$9,552
	1998-99	$7,750	$9,469	$8,277	$8,609
	1997-98	$6,703	$7,618	$7,736	$7,786
	1996-97	$6,170	$6,547	$8,421	$7,477
Library expenditures as a % of general operating expenditures	1999-00	3.4%	3.0%	5.2%	6.4%
	1998-99	3.9%	3.8%	5.4%	5.4%
	1997-98	3.7%	3.4%	5.4%	5.2%
	1996-97	3.4%	3.9%	5.6%[2]	6.3%
FLE students per library staff	1999-00	123	75.6	125	68
	1998-99	122.2	58.2	111	71
	1997-98	115.8	58.4	114	69.0
	1996-97	112.5	62.3	111.0	68.0
% of library expenditures devoted to library personnel expenditures	1999-00	56%	60.1%	54.6%	59%
	1998-99	48.6%	58.2%	57.6%	55.4%
	1997-98	50.3%	55.2%	53.8%	52.9%
	1996-97	49.3%	49.5%	60.0%	55.5%

[1] Augustana provided corrected data for their FLE for the previous reporting period. Therefore, except for Number of periodical titles per FLE student, Direct circulation per FLE student, and Volumes of print materials per FLE student, all calculations using FLE have been revised for Augustana's 1998-99 data.

[2] General Operating Expenditures includes High School expenses.

Table 4
1999-2000 Student FLE Enrolments at Alberta Private Colleges with Accredited Programs[1]

PCAB[2] – Approved Degree Programs	Augustana University College		Canadian University College		Concordia University College		The King's University College	
	3-Year Concentration	4-Year Major	3-Year Concentration	4-Year Major	3-Year Concentration	4-Year Major	3-Year Concentration	4-Year Major
BACHELOR OF ARTS								
Adventure Based Counselling			1.25					
Art	14.56							
Behavioral Science				12.42				
Biology	0.00	0.00					4.90	
Business Administration			8.79				43.13	
Canadian Studies					3.50			
Chemistry	0.53						1.33	
Computing Science	3.90							
Drama	15.35							
Economics	7.06	12.04						
English	33.19	23.91	3.26	4.31	77.50	0.60	34.30	0.85
Environmental Studies								17.43
French	0.86				17.30			
General Studies	43.92		26.85					
German	0.50							
History	16.09	12.11	8.57		36.50		20.68	
Interdisciplinary Studies	20.94							
Mathematics	1.83							
Modern Languages		3.23						
Music	10.69	20.51	4.60	5.82	19.80		28.12	
Outward Pursuits			7.57					
Philosophy	4.13				6.60		9.62	
Physical Education	41.36	35.10						
Political Economy					15.75			
Political Studies	20.34							
Psychology	17.63	42.50	17.78		192.50	35.75	60.95	36.68
Religious Studies	7.31		4.38	41.36	26.50	0.70		
Social Science							43.88	
Sociology	21.39	17.95			66.20		9.30	
Undeclared	46.30				82.20		4.19	
BACHELOR OF SCIENCE								
Art	0.00							
Biology	24.09	58.56	9.28	33.32	56.85		31.28	
Chemistry	14.61				47.05	0.50	16.15	
Computing Science	55.82							
Drama	0.00							
Economics	0.00							
English	0.00							
Environmental Sci/Stds					27.45			30.96
General Studies	6.33		1.97					
History	0.00							
Interdisciplinary Studies	13.75							
Mathematics	1.63				29.95	0.00		
Music	0.00							
Philosophy	0.00							
Physical Education	7.81	10.95						
Political Studies	0.00							
Psychology	0.95	16.94						
Religious Studies	0.00							
Sociology	0.00							
Undeclared	24.36				77.45		2.55	

Table 4 *continued...*

PCAB[2] – Approved Degree Programs	Augustana University College		Canadian University College		Concordia University College		The King's University College	
	3-Year Concentration	4-Year Major	3-Year Concentration	4-Year Major	3-Year Concentration	4-Year Major	3-Year Concentration	4-Year Major
BACHELOR OF BUSINESS ADMIN.				18.02				
BACHELOR OF EDUCATION								
Elementary Education						118.90		35.10
Total Degree Students	731.03		209.55		939.55		431.40	
Unclassified Students					76.00			
Other University-Level Programs	18.29		129.23		25.50			
Totals by Institution	749.32		338.78		1,041.05		431.40	

[1] No entry means that the College is not authorized to offer the program. An entry of 0 means there were no enrolments in the accredited program.

[2] Private Colleges Accreditation Board

Table 5
1999-2000 Degree Graduates at Alberta
Private Colleges with Accredited Programs

	Augustana University College		Canadian University College		Concordia University College		The King's University College	
	Major/ Concentration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year
BACHELOR OF ARTS (3-Year)								
Adventure Based Counselling			1					
Art	2	2						
Biology							1	1
Business Admin			1	3			6	5
Canadian Studies					1			
Chemistry	1							
Chemistry/Interdis Stds	1							
Drama	6	5						
Economics	2	4						
Economics/Philosophy		1						
Economics/Pol Stds		1						
English	8	8	3	1	16	16	4	8
English/Drama	1							
English/Philosophy	1							
English/Rel Stds						1		
French		2			5	1		
French/Drama/Philosophy	1							
French/Psychology					1			
General Studies			5	1				
History	4	2	6		16	10	5	8
History/Sociology		1						
Interdisciplinary Stds	3	3						
Mathematics	1							
Music	9	5	2		7	4	10	5
Music/English					1			
Music/Rel Stds					1	1		
Outward Pursuits			2	2				
Philosophy	3	2			4	1	3	4
Philosophy/Interdis Stds	1							
Physical Education	11	14						

Table 5 *continued...*

	Augustana University College		Canadian University College		Concordia University College		The King's University College	
	Major/ Concentration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year
Phys Ed/History	1	2						
Phys Ed/Sociology		1						
Political Economy					3	1		
Political Studies	5							
Political Stds/History		1						
Political Stds/Interdis Stds	1	1						
Psychology	9	8	3	3	31	31	15	10
Psychology/English	1				1			
Psych/Interdis Stds		1						
Psychology/Religious Stds					1			
Religious Studies	1	1	2		10	10		
Rel Stds/Interdis Stds		1						
Social Science							14	12
Sociology	6				27	19	3	4
Sociology/Psychology					2			
BACHELOR OF ARTS (4-Year)								
Behavioral Science				1				
Economics	4	2						
English	4	7		2	1	2		
Environmental Studies							1	6
History	4	1						
Mod Lang/Phys Ed	1							
Music	5	7		1				
Physical Education	10	3						
Psychology	10	9			18	10	8	7
Psychology/Sociology	1							
Religious Studies	1		6	6	1	1		
Sociology	2	3						
TOTAL ARTS	121	98	31	20	147	108	70	70

Table 5 *continued...*

	Augustana University College		Canadian University College		Concordia University College		The King's University College	
	Major/ Concentration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year
BACHELOR OF SCIENCE (3-Year)								
Biology	5	6	2	2	6	20	9	8
Biology/Interdis Stds	1							
Biology/Phys Ed		1						
Chemistry	3	2			8	2	4	7
Chemistry/Biology/Art	1							
Computing Science	7							
Comp Sc/Economics	1							
Comp Sc/Math	1	1						
Environmental Science					6	8		
General Studies				1				
Interdisciplinary Studies	1	4						
Mathematics	1	1			3	8		
Mathematics/Chemistry					1			
Physics/Math	1	2						
Physics/Math/Comp Sci		2						
BACHELOR OF SCIENCE (4-Year)								
Biology	13	6	5	6				
Chemistry					1			
Environmental Studies							8	5
Psychology	2	1						
TOTAL SCIENCE	37	26	7	9	25	38	21	20
BACHELOR OF BUSINESS ADMIN (4-Year)								
Business Admin			2	3				
BACHELOR OF EDUCATION (2-Year)								
Elementary					59	53	16	21
Institution Totals 1998-99	124		32		199		111	
Institution Totals 1999-2000	158		40		231		107	

Addendum B

Publications of the Accreditation Board

Accreditation Handbook, Fourth Edition, February 1998

The *Handbook* documents the basic policies and procedures of the Board for dealing with proposals from private colleges seeking authority to grant degrees. A number of revisions have been incorporated in the document since its publication in 1998.

A Guide for Teams Conducting Comprehensive Evaluations of Accredited Programs, revised following October 1994 review

The guide provides information for external evaluation teams with respect to their role and responsibility when evaluating accredited programs within the framework of the comprehensive evaluation process.

A Guide for Teams Conducting Evaluations of Proposed Programs

The guide provides information for external evaluation teams with respect to their role and responsibility when evaluating proposed programs. It is reviewed before each program evaluation and updated as needed.

A Guide for Teams Conducting Organizational Evaluations

The guide provides information for external evaluation teams with respect to their role and responsibility when conducting organizational evaluations of first-time applicants. The "Framework for Organizational Evaluations" is included. The guide is reviewed before each organizational evaluation and updated as needed.

Instructions and Sample Forms for Annual Reports to the Private Colleges Accreditation Board of the Private Colleges with Accredited Programs, Twelfth Edition, June 2000

The Board requires that private colleges submit an annual report to the Board each November. This document provides instructions with respect to the format and content of this annual reporting. Each year the instructions are reviewed and amended as needed.

Management Plan, 2000-2005, June 2000

The Plan lists the known activities of the Board during a five-year span.

Private Colleges Accreditation Board: Annual Report

The Board reports annually to the Minister of Learning.

A number of these publications can be downloaded from the Accreditation Board's Web site at <http//www.pcab.gov.ab.ca>.